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| **Indicator** | **Week 24** | **Week 25** |  |  |  |  |  |
| -Shows understanding by following more complex classroom instructions |  | Act. 3 |  |  |  |  |  |
| -Listens to and recognizes words in sentences, in poems, rhymes, tongue-twisters and songs  -Uses simple phrases in context to communicate, applying new vocabulary (answers WH questions showing understanding).  -Identifies the meaning of images, logos and familiar signs found in illustrations, picture books, reference books and stories.  -Identifies some of the elements of a story (characters-setting).  -Makes connections between personal experience and story book characters.  -Reads and understands high frequency words. | **Stations:**  **-Interactive chart**  **(chosen poem or song for assembly)**  **-Survey**  **How the different visual texts help people organise themselves?**  **-computer**  **-Link B.sounds**  [**http://professorgarfield.org/Phonemics/chickenCoop.html**](http://professorgarfield.org/Phonemics/chickenCoop.html)  **-Writing (cards)**  **-B sounds booklet(M)** |  |  |  |  |  |  |
| -Recognizes some ending sounds in poems, rhymes, tongue-twisters and songs.  -Gives examples of words with the ending sounds requested  -Reads and understands high frequency words. | **-Phonemic awareness with Fabio**  **-Diff. reading**  **-Gross Motor skills**  **-Game 15 min b. sounds worked** |  |  |  |  |  |  |
| Identifies the meaning of images, logos and familiar signs found in illustrations, picture books, reference books and stories. | -**Survey**  **(see stations)** | Expert Alma G. |  | - |  |  |  |
| Writes assigning meaning to messages. (Phase 1) (Cards) | Writing class 3  (Writing invitation and thank you cards)  (See stations above) |  |  |  |  |  |  |